DOCUMENT RESUME

ED 104 529 PS 007 745

AUTHOR Yawkey, Thomas D.; Aronin, Eugene L.
TITLE Day Care Premises: A Boon to the Elementary School.
INSTITUTION Wisconsin Univ., Madison. Div. of Early Childhood Education.
PUB DATE [74]
NOTE 26p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Child Development; Day Care Programs; Educational Innovation; Educational Objectives; *Educational Strategies; *Educational Theories; *Elementary Education; Intelligence Quotient; Nature Nurture Controversy; Parent Participation; *Policy Formation; Preschool Curriculum; Self Concept

ABSTRACT

This paper discusses some of the new ways of looking at the growth and development of children that were pioneered by the day care and preschool movement of the 1960's, and that are currently being adopted by the elementary schools. Specifically, five premises about child development are outlined: (1) the notion that the I. Q. is flexible; (2) the child can be taught if his present level of functioning is determined and the appropriate procedures are utilized; (3) development occurs through constant interaction with the environment: environment influences not only what development takes place, but when it takes place; (4) self-concept is extremely important; and (5) parent influence on child development can be utilized to enhance child growth and educational performance. Each of these premises is then discussed within theoretical and practical frameworks. Some of the innovative elementary school activities derived from these perspectives are described. It is surmised that increased use of such assumptions about child growth will lead again to the "discovery" of the benefits of education for the child at the earliest ages, not as an aid for the disadvantaged, but rather as an alternative in the lif style of the family. (CS)

ED104529

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NOV 13 1974

DAY CARE PREMISES: A BOON TO THE ELEMENTARY SCHOOL

by

Thomas D. Yawkey, Ph.D.,
Dr. Yawkey is an Assistant Professor of Early Childhood Education and Director of the WISCONSIN EARLY CHILDHOOD STUDY CENTER at The University of Wisconsin-Madison

and

Eugene L. Aronin, Ph.D.,
Dr. Aronin currently is a Child Development Specialist for the Harford Community Schools, Del Air, Maryland and is a member of the instructional staff at Townson State College, Towson, Maryland

PS 007745

The University of Wisconsin-Madison

Wisconsin Early Childhood Study Center

1440 Linden Drive

Madison, Wisconsin 53706

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Thomas D. Yawkey and Eugene L. Aronin

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

No part of this manuscript may be cited, quoted, or used in any manner or form without the expressed permission of the authors.

Day Care Premises: A Boon To The Elementary School

ABSTRACT

Recent years have seen an abundance of day care and preschool programs with infinite variations in curriculum, staffing, objectives and goals. A prominent feature of many programs is the new way of looking at the growth and development of children. Presently, even with the curtailment of many day care operations, many of these newer "premises about child development" are being adopted by the elementary school as a basis for many of its exciting new programs. This paper discusses some of these premises or orientations to the development of the child that were pioneered by the day care and preschool movement, and ways they are implemented by current elementary school programs. It is also surmised that increased use of such assumptions about child growth will lead again to the "discovery" of the benefits of education for the child at the earliest ages, but not as aid for the disadvantaged, but rather as an alternative in the life style of the family.

00003

Day Care Premises: A Boon to the Elementary School

Current attention is being focused upon the widespread demise of day care and preschool programs when, only several years ago, they were being lauded. Half-a-million disadvantaged preschool children were put in such programs within three months of the beginning of the Federal government's massive funding.[1] As Weber optimistically noted in 1970,

> At no level is educational ferment greater than in early childhood. Never has the education of the young child assumed greater importance in the eyes of the general public. Project Head Start and other programs for young children initiated by the Office of Economic Opportunity have put a measure of urgency upon the extension of educational opportunities for the very young.

But in a few short years, doubts encouraged by the now famous Westinghouse Report developed. In addition, authorities in early childhood education as Baratz and Baratz[2] also aided in steming the initial enthusiasm for such efforts by suggesting that:

> ...the theoretical base of the deficit model employed by Head Start programs denies obvious strengths within the Negro community and may inadvertently advocate the annihilation of a cultural system which is barely considered or understood by most social scientists.

Yet, in the light of this discouraging picture, it is easy to forget the radical departures that many programs made in the way they viewed the development of the child. Such prevailing practices as: (1) assigning the child a fixed I.Q. or permanently pigeon-holing a child according to his "ability" characteristics; or (2) waiting for the child to send up a flare when he was "ready to learn a certain skill" have fallen by the wayside. Instead, enthusiastic teachers dared to believe they could teach the child once his current level of functioning was determined.

Some of these concepts of child development which have undergirded many day care programs have not been forgotten. Ironically, at a time when interest in day care is receding, elementary and even the secondary school grades have shown great interest in these newer developmental concepts. A rapidly growing number of elementary school programs are revolving around the following premises about child development. Specifically, some are:

1. The notion that the I.Q. is flexible. The I.Q., being greatly affected by environmental and experimental factors, can be modified.

2. The child can be taught if his present functioning is determined and the appropriate procedures are utilized. The emphasis is upon the child's current functioning rather than future ability.

3. Development occurs through constant interaction with the environment: environment influences not only what development takes place, but when it takes place.

4. Self concept is extremely important. The child's self-esteem affects his motivation, academic achievement, and direction of future growth.

5. The parent is a teacher too. Parent influence upon child development can be utilized to enhance child growth and educational performance.

It will be noted that each of these premises have faced "battlefield testing" in a variety of programs, and many have been derived directly from day care and Head Start programs. Now, elementary schools are utilizing them for many exciting new programs. A school system having had success with its preschool programs utilizing these concepts decides to expand them to its elementary schools. In other instances, elementary school officials may have been directly exposed to day or Head Start literature. Other elementary school educators have had contact with the same theoretical "fathers" such as Hunt or Piaget.

The result is a growing variety of programs focusing upon the present functioning and potential of the individual child. In some cases, the programs resemble activities of the Federal Model Day Care Centers such as flexible grouping. Others may take on different forms as appropriate to the more mature child in elementary school.

It is appropriate here to describe some of the innovative elementary school programs derived from these perspectives on child development. The purpose is to demonstrate the growing use of these perspectives to formulate elementary school activities.

Perspectives on Child Development: Implications for the Elementary School

Love[3] describes several debilitating practices of elementary schools as a setting for the developmental growth of young children. The school

> is concerned about developing communication skills and it does this by insisting that children be kept quiet and not talk to one another.
>
> attempts to develop social skills, and it does this by preventing social interaction - except at periodic intervals.
>
> is interested in fostering a desire by children t o learn and it does this through drill and other repetitive techniques which can easily discourage motivation.
>
> is designed to assist the student to become an individual in his own right, and it does this by forcing him to adhere to a group standard.
>
> hopes to "produce" warm and humanistic children, and it does this by subjecting children who are warm, honest and humanistic to treatment by cool, impersonal, dishonest, and inhumane teachers.

> is designed to assist children to understand the unique value of themselves and other children, and it does this by offering programs which exclude systematically a number of students.
>
> is to provide a growth and nurturing environment which permits the child to learn from experiences, and it does this by insisting that right, and only right answers be given.

It is true that these conditions are extreme, but they serve to show the type of environment the following activities and programs attempt to correct.

Flexibility of the I.Q.

> PREMISE 1: The I.Q. is flexible being affected to a large extent by environmental and experiental factors.

It is now generally recognized that intelligence is not fixed and immutable, but rather significantly modifiable by enviornmental encounters. Hunt[4] notes that while:

> the genes set limits on the individual's potential for intellectual development . . . they do not guarantee that this potential will be achieved and they do not, therefore, fix the level of intelligence as it is commonly measured.

Hunt further explains that:

> It is relatively clear that experience, defined as the organism's encounters with his environment, is continually building into the developing human organism a heirarchy of operations for processing information and for coping with circumstances.

Elementary school officials have responded to premise 1 in two ways. First, the use of intelligence tests, especially the group tests administered "en mass" have been greatly curtailed. The State of California and New York City have banned the use of group intelligence

tests while other systems have curtailed their use. Second, tests which focus upon current functioning of the child are finding increased use. Reading tests which diagnose skill deficiencies are bieng used with greater frequency. Devices which purportedly measure perceptual development are being used in elementary schools. These often focus on visual perception, auditory perception, and motor integration. Criterion-based tests, which measure accomplishment of specified objectives of a learning activity have seen a great acceleration in their use, encouraged by current emphasis upon accountability measures. Fairfax, Birginia and Baltimore, Maryland are some of the school systems which have made extensive use of criterion-based tests in recent years, again emphasizing the current functioning and concretely stated objectives for the child.

Intelligence tests that are still used are, more often, utilized for diagnostic purposes rather than to obtain a fixed I.Q. score. In many cases, individual intelligence tests are also used to determine mental functioning in specific areas related to school achievement.

This use of tests, especially intelligence measuring devices, to determine present functioning rather than some future ability points to the second premise to be related here.

The Young Child as a Learner

PREMISE 2: The child can be taught if his present functioning is determined and appropriate procedures are utilized. The emphasis is upon current functioning rather than future ability.

Along with the concept of fixed intelligence, the notion of maturation proceeding in an orderly, fixed rate so long as the metabolic requirements of the child were met was long in vogue. As Glasser[6] wrote:

> The total ground plan is beyond your control. It is too complex and mysterious to be altogether entrusted to human hands. So nature takes over most of the task, and simply invites your assistance.

This idea was carried over into early childhood education in terms of the concept of "readiness." Skills and concepts could not be introduced until the child was "ready" for them. Hunt[7], in his monumental efforts, reverses this idea and contends that environment influences not only what development takes place, but when that development takes place." As day care programs have demonstrated in recent years, early stimulation and experiences are necessary and the previous protective attitude may be harmful to children.

King and Kerber summarize this newer view of readiness in the following words:

> Our concept of readiness has also changed. We are now quite sure that children are ready and happy to absorb the most difficult learning of which they are capable at any time, and that they can do so without damaging results.

Further import is given by the realization that appropriate experiences need to be provided to the child based upon the findings that many skills and abilities need environmental stimulation in order to be crystalized. As the California Task Force on Early Childhood Education[9] has reported:

> Each state of development carries with it possibilities for acquisition of new abilities and new ways of processing information. Unless each of these abilities is sufficiently exercised as it emerges, it will not develop fully and will contribute little, if at all, to the demands of the next stage.

Piaget[10] and his adherants such as Weikart[11] have provided useful ways for looking at the functioning of the child. Weikart[12] has demonstrated that children do learn if their appropriate levels of functioning are determined.

Hunt[13] provides insight into the problem of providing appropriate experiences for the child's level of functioning by noting "the problem of match between the inner integrative patterns a child has achieved and the external circumstances which will challenge him to accomodate without undue stress."

Innovative elementary school programs focus upon the "problem of the match" as they strive to "individualize instruction." The two parts of such efforts include: (1) determining where the child is, that is, his current level of functioning, and; (2) designating appropriate activities in light of such findings. The former usually involves initial assessment and then continuing diagnosis often based upon concrete objectives used as criteria of progress. Current activities in this area emphasize the specificity of the testing to the actual content of the instructional activities. Reading programs, for example, even those of commercial origin are specifying objectives for activities in more exacting terms then previously, including criterion-based tests based upon these objectives. Some schools use diagnostic tests to group students needing similar skill development.

Focusing attention upon present functioning rather than innate ability has been given further inpetus by work completed with children having central nervous system dysfunction. (eg. specific learning disability is the term often used in educational settings). Some children, seemingly unable to learn, were found after complete diagnosis to have signs of nervous system impairment, often resulting in

behavior disorders, perceptual difficulties, or integration problems. Results have been a sophistication in testing procedures including screening devices, and techniques of teaching children with such disorders.

Testing, in the screening stages, and teaching techniques for children having specific learning disabilities have been found useful for children not having such handicaps as well. The most obvious benefit is that the teacher takes an optimistic view of the child, seeking to discover his strengths and methods to compensate for or correct his weaknesses. This perspective on instruction has led to a formal concept of "diagnostic-prescriptive teaching." According to this conceptualization, the teacher serves as manager of learning. It becomes the teacher's task to carefully diagnose the progress of the student and then determine the next learning activity. Many Universities have added "diagnostic and prescriptive teaching" to their curriculums while a large number of school systems are training their teachers in this approach.

The implementation of learning activities to match the child's functioning has taken a new light in many innovative programs. Some of these programs use a pretest and post-test format in which the child is pretested, given the appropriate material, and after preforming a section of work, is given a diagnostic test. One example is the use of the Individually Prescribed Instruction materials developed by the Learning Research and Development Center, University of Pittsburgh, and the Regional Educational Laboratory of Philadelphia, Pennsylvania. As described by Edling[14],

> Learning activities are carefully sequenced and prescribed, and pretests are given to identify appropriate learning experiences for each child. . . . Each student proceeds at his own pace to attain clearly defined behavioral objectives. Each pupil's work is guided by written prescriptions prepared to meet his needs and interests.

An alternative to a behavioral skills program is one based on a learning concept which is becoming widely known to the elementary school. A learning station or center is an area with various media or materials at which a child carries out a specific activity in relation to specified objectives. While found in several forms, the child typically completes a task selected for his diagnosed need. One advantage of this approach is that children participate in individually prescribed activities. Other benefits include:

1. Once the child has acquired a certain skill, he can progress to the next station at his own speed.
2. They help foster an independence and responsibility in children.
3. They have high motivation apppeal.
4. Learning stations free the teacher to work with individuals during class.
5. Learning stations give each child a choice (to a certain degree) in which area he wishes to work.
6. They enable the teacher to diagnose, and determine progress and future needs of the child.

Another area in which activities encourage and emphasize the current functioning of the child rather than some innate ability relate to the use of "behavior modification" techniques. Behavior modification includes the careful use of positive reinforcement to

increase the likelihood of desired behaviors to occur, and the use of selective ignoring to discourage the occurance of undesired behaviors. Since the term behavior can be used to describe a large variation of overt external events performed by people, the potential of its use in many areas can be seen. Typically, behavior modification reinforcement techniques have been employed in the elementary school for management of disruptive behaviors of individual children. These techniques are successfully being used in some instances to build and increase learning behaviors such as attending to a task or completing work. In some demonstration programs, entire groups or classrooms have utilized these techniques. While some controversy exists over the use of behavior modification such as issues over control, and the problems of material rewards for learning, it can serve a useful purpose if carefully utilized in conjunction with other methods.

These are only some of the exciting programs and activities based upon the day care tested premise that the present functioning of the child is a foremost factor in a child's learning. Attention to current functioning rather than innate ability can prove significant to the child's success in school.

Development as an Interaction With the Environment

PREMISE 3: Development occurs through constant interaction with the environment; environment influences not only <u>what</u> development takes place, but <u>when</u> it takes place.

Weber[15] suggests that "intellectual structures are built through use, thus experiences should be aimed not so much at the ripe but at the ripening function." This premise introduces a new concept which implies that readiness can be developed and that maturation plays a role in development but does not assure it. Day care programs have been innovative in their presentation of activities which stimulate cognitive growth in the child. While timing is important in consideration of maturational processes, as Bettye Caldwell stresses, these programs have not been hesitent about using stimulating and experiential activities at the appropriate developmental level of the child.

Elementary schools have now shed much of their protective attitudes along with traditional notions about "readiness" as radical changes in curriculum have emerged. Kindergartens, long adhering to a "lassaiz faire" principle of "socialization" have, in many cases, shown great changes. For example, increased emphasis is being placed upon the cognitive sphere often utilizing the learnings of Piaget in tasks involving conservation or spatial relationships. Many kindergartens have adopted activities to improve visual perception and motor integration skills, building upon the concept that some skills need environmental stimulation in order to become "activated."

The primary grades have also seen a change in direction with increased emphasis on higher cognitive processes such as decision-making, and creativity. Newer social studies and science programs have been constructed to encourage the inquiry process and understanding of causal relationships between scientific events as well as human interactions.

The work of man is also becoming an increased subject of inquiry as youngsters learn "who built the buildings" in their construction units or "what the working conditions of the farmer are" in their farming unit.

At all levels of elementary school, children use Piagetian-type tasks to discover mathematical relationships. Language programs have taken a cue from day care as to the significance of language development in the child's early years of school to his later success in school. A most notable outcome of this realization is the integration of the language skills such as reading, spelling, and listening into a related program of learning. Even commercial reading series are emphasizing more complete communication systems in which children's own experiences serve as foundations for many of their lessons. The result is a movement to begin the teaching of written, oral and read language with the child. A good example of this is the rapidly growing use of the language experience approach. Once restricted to only a limited number of kindergarten and first grade classrooms, this technique is being utilized at all levels of elementary school. This approach involves the teacher recording responses of children on large sheets of chart paper (oral expression), and then having the students read back their written contributions, (listening and reading). Usually, children will be able to read their own contributions, which then serve as a basis for further reading progress.

Children learn the value of reading and writing as a means of communicating ideas, through language experience stories. In addition

listening skills are built-up as children attend to the contributions of others. In some cases, this approach serves as the chief means of teaching children to read, while in other situations, it supplements the regular language program.

Many classrooms are following the suggestions of Mattick[16] in which the teacher is observant of opportunities in the classroom for encouraging meaningful communication. She recommends the following points to encourage meaningful communication:

1. Even the most quiet child . . . is capable of using language, certainly of understanding it.

2. By the time children enter school, they already have some language; it is not something you find yourself teaching from scratch, even to a two or three-year old.

3. The teacher can be expected to have a considerable impact on language development. Language competency does not emerge full-bloom all of itself in an atmosphere that is a verbal or affective vacuum; it requires the experience of back and forth communication and this calls for conscious action on the part of the teacher.

4. Language development does not mean only language production; it also means language comprehension.

5. Children will use language more fully if there is something of importance to them to communicate, that is: of importance to THEM, not to the teacher.

6. It is much harder for a teacher to interact verbally with children whose responses she either doesn't understand or who do not give clear signs of what part of her message they have understood.

7. While the quality of the interaction is far more important than the quantity, still PROLONGED back and forth interaction contributes to the growth of language complexity, particularly if it is varied and rich.

With these points in mind, the observant teacher will use informal interactions to build verbal language. In a similar vein, many teachers are following Chomsky's[17] procedures to build writing and spelling skills. She suggests that teachers begin their spelling and writing programs by allowing children to spell words in their own way rather than beginning with a formal spelling program in which children must spell words a given way. Thus, children use their own thought processes to match letters to specific sounds thereby building a child-derived sense of phonics skills.

These are only some ways in which elementary schools are building upon day care experiences in providing activities which stimulate skills and growth and provide needed environmental intervention.

Self Concept and Learning

PREMISE 4: There is a self-concept which is learned by the child. The child's self-esteem affects his motivation, academic achievement, and direction of future growth.

The educational scene has viewed a series of upsurges as well as declines in the emphasis upon the development of self-concept in its curriculum. The ambiguous use of this construct as well as difficulty in its measurement have led to its less than consistent use in educational planning. As Brandt[18] explains:

> Until now, however, most statements regarding the topic of self have been obscured by the technical jargon of the particular school of theory in which they were written and therefore have received less attention than they deserve from teachers, mental hygienists, and case workers.

In spite of these difficulties, as Brandt[19] further notes,

> Self is gradually becoming recognized as one of the most useful, integrative concepts yet developed for explaining behavior. It has far reaching implications for teaching and therapy, for guidance and social work, for any field where human behavior is important.

Many day care programs such as Karnes' Ameliorative Curriculum, Nimicht's program, the Whitney and Parker Discovery Project, and the Schaefer and Aaronson Infant Education Research Project have recognized the importance of the self-concept by including its development in their primary objectives. Even Weikart's Cognitively Oriented Curriculum Program recognizes the importance of affective development.

The elementary schools have taken a renewed interest in the development of self-concept, especially after several years of heavy emphasis on the cognitive area following the launching of the Russian Sputnik. The futility of attempting to deal with the cognitive areas separate from considerations for the affective areas of development is now widely recognized. As Kessler[20] warns,

> . . . it is no longer feasible to dichotomize the learning functions . . . on the one hand, and the processes of personality formation . . . on the other. It is therefore no longer an open question as to whether or not the school is overextending its functions when it concerns itself in personality issues.

Gordon[21], noted for his interest in the cognitive realm, lends weight to the need for concern for the affective area.

> There is no behavior pattern, however intellectual, which does not involve affective factors (such as self-concept) as motives . . . . The two aspects, of affective and cognitive are at the same time inseparable and irreducible.

The self-concept has indeed been found significantly related to a numbers of factors in the elementary school such as social relationships, discipline problems, school achievement, and school drop out. Elementary schools have taken many directions in facilitating self-concept development. Some of these are in the areas of curriculum, organizational changes, teaching approaches, and pupil personnel services.

Generally, most of these efforts focus upon the construct as defined by Coller[22]:

> Self concept is a multidimensional construct, the person's total appraisal of his perceptions and evaluations of one's physical self, background, abilities, resources, attitudes, feelings, etc., which culminate as a directing force in behavior.

As diverse as these elements of self-concept are, so are the activities used to enhance its development. Curriculum change, for example, has led to activities which aid the child in an awareness of himself, and his relations with others. Social studies are increasingly introducing cultural units designed to develop ethnic pride and self-identity. Value awareness activities as suggested by Simons and others have also gained impetus. Procedures are utilized which enable the child to examine his values, priorities, and goals. Classroom guidance discussions in an approach similar to that demonstrated by Glasser[23] are helping children develop decision-making skills in the social area while other programs aid children in examining the causal relationships of behavior. Even in the lower grades, current social problems are being explored in the curriculum. Problems such as drug abuse are related through discussion and activities to feelings of adequacy and self esteem.

In many schools, activities dispersed throughout the curriculum are being utilized to develop student awareness of work in society and working conditions. In the elementary school, this emphasis on career development takes the form of developing student awareness of self and one's own interests in comparison to what is being learned about workers.

New organizational patterns are emerging which help the child experience success. The open-space schools, for example, claim to develop feelings of adequacy through their emphasis upon independence, pursuit of student interests, and encouragement of self-paced activities. Along these same lines, the growth of the learning station concept recognizes the need for activities which are highly individualized and provide the child with opportunities for self-choice and increased independence. Other organizational efforts include greater cooperation among teachers in such activities as team teaching, and exchange of students with specific needs. While physical organization alone isn't enough to build self-concepts in children, it is often accompanied by or encouraged through attitudes by teachers helping children feel good about themselves and their work products.

Teachers have long been encouraged to adopt certain techniques and methods in their work with children, but only recently has research methodology become sophisticated enough to put some of these techniques in readily applicable terms. Such vague concepts as "individualizing instruction" and applying group dynamics" have now become readily accessible to the classroom teacher. While these techniques are too numerous to mention here, only one needs to recall the number of articles on "Teachers Who Individualize," "Spelling is Dull and Boring," "Can the Classroom be Structured?", "Thousands of Classroom Poets," or "Where There's A Skill, There's a Way," All of these themes support the impetus given new or improved techniques and methods through more sophisticated research methodology. This has resulted in improved observation techniques

and refined ways teachers can interact with students. In addition, methodological research has assisted teachers in specifying affective goals with students. All of these can lead to effective enhancement of the self-esteem and feelings of worthwhileness of children.

Self-concept is a multifaceted construct involving many elements. It needs to be approached from many directions. As one can see, today's elementary schools are renewing their interest in developing the full potential of the child.

Parenting and Teaching

PREMISE 5: The parent is a teacher too. Parental influence upon the child's development can be utilized to enhance child growth and educational performance.

The significance of the parents on child's development has long been realized. Day care and preschool programs have realized this and utilized parents to the fullest extent to facilitate the development of the children. Parker[24] has stated other reasons for extensive parent involvement:

1. The extreme importance of individuals both HAVING and FEELING THEY HAVE power and control over the events which influence their lives and the lives of their family.

2. The need for an educational program to be supported and reinforced at home if it is to have a maximum and enduring impact.

Parental participation has taken three forms, as described by Parker[25]:

1. Familiarity with the content and techniques of the educational program.

2. Involvement in parent education programs designed to provide parents with both general information about child development and specific information about their own children.

3. Participation in decision-making as regards the goals and operation of the school.

Today, there is an enormous spurt of interest in the involvement of parents in the elementary school partly as an offshoot of parent participation requirements of recent Federally financed programs. More significantly, it has been recognized that parents do have an impact upon children's learning through participation in the school program. The California Task Force on Early Childhood Education[26] has realized this and strongly recommends that:

> . . . parent involvement is so important that it should be required wherever feasible.

The form that such involvement is taking is essentially the same as that of day care programs previously noted. As explained by the California Task Force[27]:

> Some parents may be studying and identifying community goals for their schools, while others may be participating regularly in classroom activities. Still others may simply be developing an awareness of the importance of school for their children.

In some cases, state legislatures have recognized the importance of parent involvement in schools by passing "enabling" legislation. The Maryland General Assembly, for example, recently passed Article 77, Section 112A, which permits county boards of education to utilize parents as volunteer aides in the schools.

One obvious benefit, already recognized, is the increased time teachers are able to give individual youngsters with the help of a classroom helper. Perhaps the most significant advantage of this involvement is parent awareness and support of school programs, and greater parent self-esteem which is transmitted to the student in terms of improved school performance.

The elementary school classroom is taking a definite new look as these premises are implemented through curriculum change and teaching techniques. One may point to several notable adaptations of practices proven effective such as the increased use of volunteers in the school. Other obvious indications of change include interdisciplinary cooperation such as between specialists holding regularly scheduled meetings with teachers about courses of action taken on behalf of specific children. The day care movement has known much interrelationship among disciplines on the practical as well as theoretical levels especially since its days of abundant funding.

Flexible grouping is finding its way in many schools, although certainly not on a universal basis. Teachers, often with help of parents or older students, work with individual students, small groups, larger groups or combine classes for mutual objectives. Increasingly, one or more students may exchange classrooms for specific skill help with others having similar needs.

Yet, it is not these overt activities or others that relfect the fruitful years of day care development, but rather the painfully explored premises in ways of looking at the child. The exciting if not difficult process of taking radical departures in the way one looks at children, and implementing these in a variety of programs, then subjecting them to the tests of time and practice has not been overlooked. They are being utilized in exciting and different forms in elementary schools throughout the nation. Unfortunately, the pioneering efforts of the day care movement, although generating much activity from the same conceptual sources in elementary school, has received derogation, criticism, and lack of support as payment.

The night is not so black. As programs described herein prove their worth, parents will demand sound day care programs for their younger children. They will see that contemporary educational approaches work in the elementary school. Observing that elementary schools can be expressive as well as repressive, parents will also want programs for their preschool and nursery school children.

Day care will no longer have the image of "enabler of the poor to work," but rather a right of the contemporary family that wants an alternative. As elementary programs prove their worth, based upon a sound theoretical base for interest in the effects of early experience, this nation can again expect a renewed interest in day care. The sound base in research methodology and child development has been build, only awaiting the right opportunity. And, it will come.

References

1. Weber, Evelyn, Early Childhood Education. Worthington, Ohio- Charles A. Jones Company, 1970, pp. 15.

2. Baratz, Stephen S., and Baratz, Joan, "Early Childhood Intervention: The Social Science Base of Institutional Racism". Harvard Educational Review, 5: 19-26, March, 1971, pp. 19.

3. Love, Harold D. and Osborne, William . Springfield, Illinois, Charles C. Thomas Company, 1971, pp. 46.

4. Hunt, J. McV., Intelligence and Experience. New Jersey, Ronald Press Company, 1964, pp. 12.

5. Ibid.

6. Glasser, William John, The Effect of School Failure on the Life of a Child. Washington, D.C., National Education Association, 1971, pp. 82.

7. Hunt, 1964, pp. 49.

8. King, Edith W., and Kerber, August, The Sociology of Early Childhood Education. New York, American Book Company, 1968, pp. 41.

9. California Task Force on Early Childhood Education: Report, Sacramento, California, California Department of Public Instruction, 1971, pp. 9.

10. Piaget, Jean, The Psychology of Intelligence. New York, W. W. Norton Company, 1970.

11. Werkert, David, Rogers, Linda and Adcock, Carolyn, The Cognitively Oriented Curriculum. Washington, D.C., National Association for the Education of Young Children, 1971, pp. 72.

12. Werkert, David, "Where There's a Ski, There's A Way. . ." The Education Digest, 38, 38-40, 1972, pp. 39.

13. Hunt, 1964, pp. 21.

14. Edling, Jack. Individualized Instruction, Corvallis, Oregon: Continuing Education, Oregon State System of Higher Education, 1971, pp. 22.

15. Weber, Evelyn, Early Childhood Education. Worthington, Ohio, Charles A. Jones Company, 1970, pp. 10.

16. Mattick, Ilse, "The Teacher's Role in Helping Young Children Develop Language Competence." In Cazden, C. (Ed.), Language in Early Childhood Education Programs. Washington, D.C., National Education of Young Children, pp. 41.

17. Chomsky, Carol, "Write Now: Read Later." In Cazden, C. (Ed.) Language in Early Childhood Education. Washington, D.C., National Education for the Education of Young Children, pp. 70.

18. Brandt, Richard, "Self-Missing Link for Understanding Behavior." Mental Hygiene, 24, 223-224, January 1957, pp. 224.

19. Ibid

20. Kessler, Jane, Psychology of Childhood. Englewood Cliffs, New Jersey, 1966, pp. 47.

21. Gordon, Ira, "Success and Accountability", Childhood Education, 48, 338-347, 1972, pp. 25.

22. Coller, Allen, Measurement of Self - Concept in Early Childhood Education. Urbana, Illinois: Educational Resources Information Center - Early Childhood Education, 1971, pp. 19.

23. Glasser, 1971, pp. 49.

24. Parker, Ronald, The Preschool in Action: Exploring Early Childhood Programs. Boston: Allyn and Bacon, 1972, pp. 84.

25. Ibid

26. California Task Force on Early Childhood Education, 1971, pp. 21.

27. Ibid.